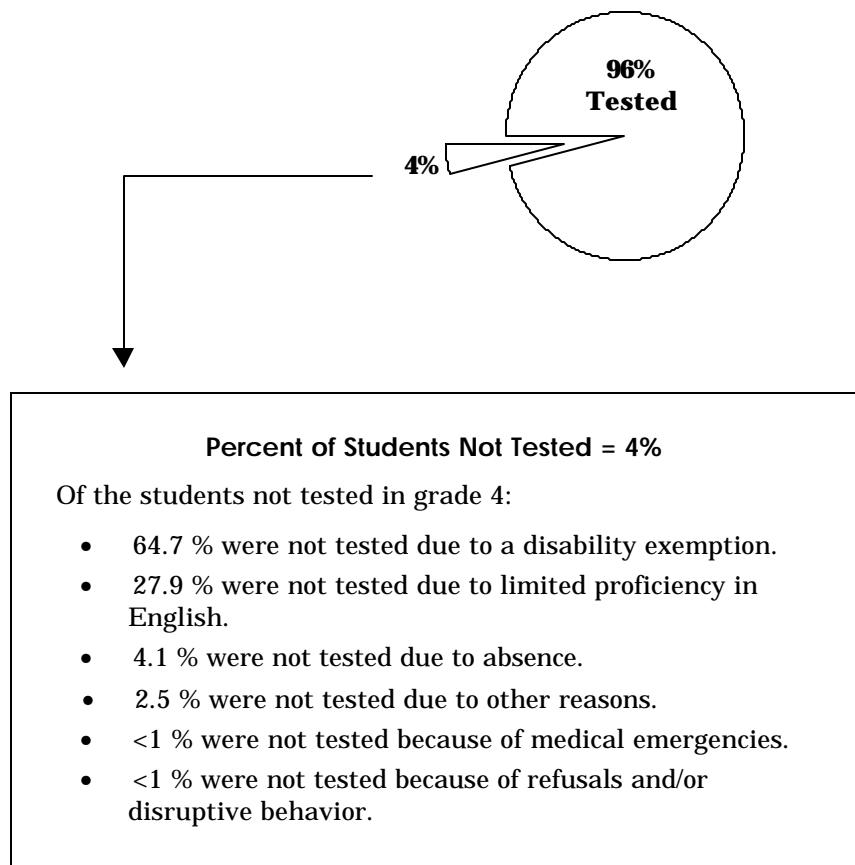


VIRGINIA'S 1999 PERFORMANCE ON *STANFORD 9* – GRADE 4

Students Not Tested

In Fall 1999, *Stanford 9* Primary 3 Form TA, Abbreviated was administered to 87,411 fourth grade students in Virginia, or 96% of the students enrolled in grade 4 at the time. A student who did not take the test may not have done so due to a variety of reasons, but such a situation would most likely have been the result of an exemption from testing in the student's Individual Education Plan (IEP), Section 504 Management Tool, or LEP (limited English proficiency) Participation Form. Other possible reasons are described in "Who Is Tested on *Stanford 9*?" on page 14 and included in Figure 4.1 below.

Figure 4.1 – *Stanford 9*, Fall 1999 Grade 4
Reasons Students Not Tested



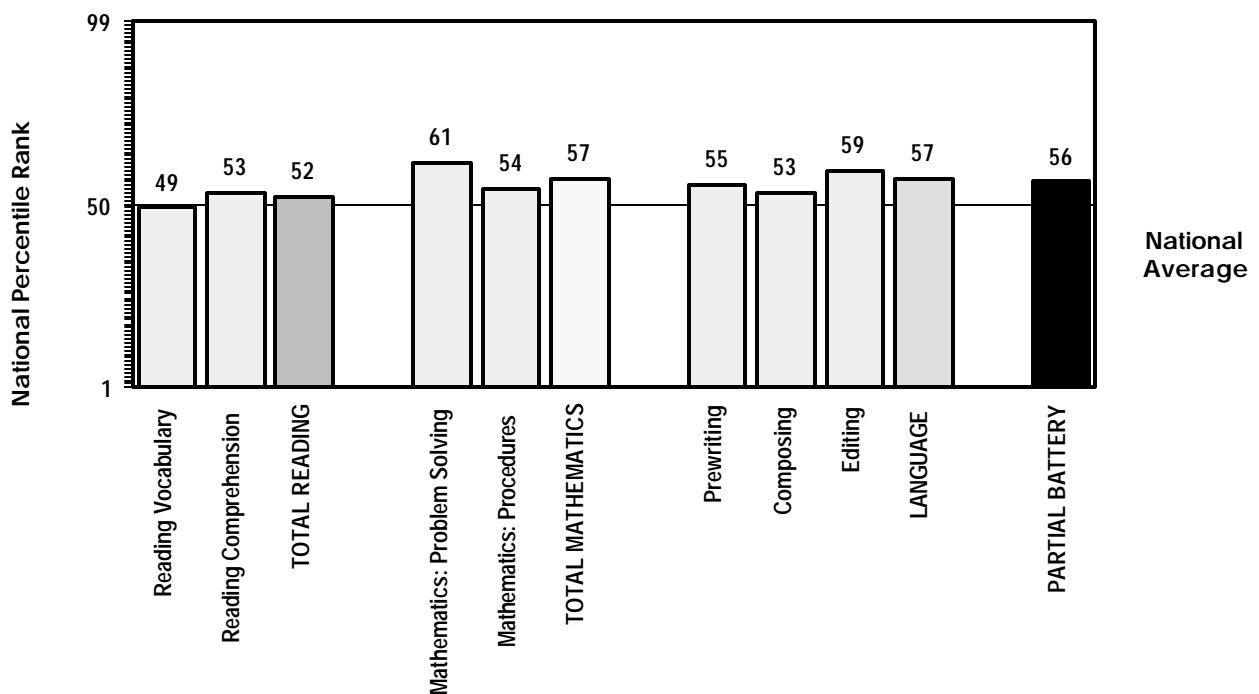
Grade 4 performance

Statewide Percentile Ranks

Figure 4.2 shows the statewide national percentile ranks for the Fall 1999 administration of *Stanford 9* in VSAP. With the exception of the Reading Vocabulary subtest, student performance in the areas of reading, mathematics, and language was consistently at or above the 50th percentile.

The Partial Battery score, which is an indication of overall performance, was at the 56th percentile for Virginia fourth grade students (53rd percentile in 1998). This means that when the results of the reading, mathematics, and language subtests are combined, the “average” Virginia fourth grader did as well as or better than 56% of the students in the norm group.

Figure 4.2 – *Stanford 9*, Fall 1999, Grade 4
Statewide National Percentile Ranks



Grade 4 performance

Quartiles

When reviewing average national percentile ranks for a group of students (in this case, Virginia fourth graders), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

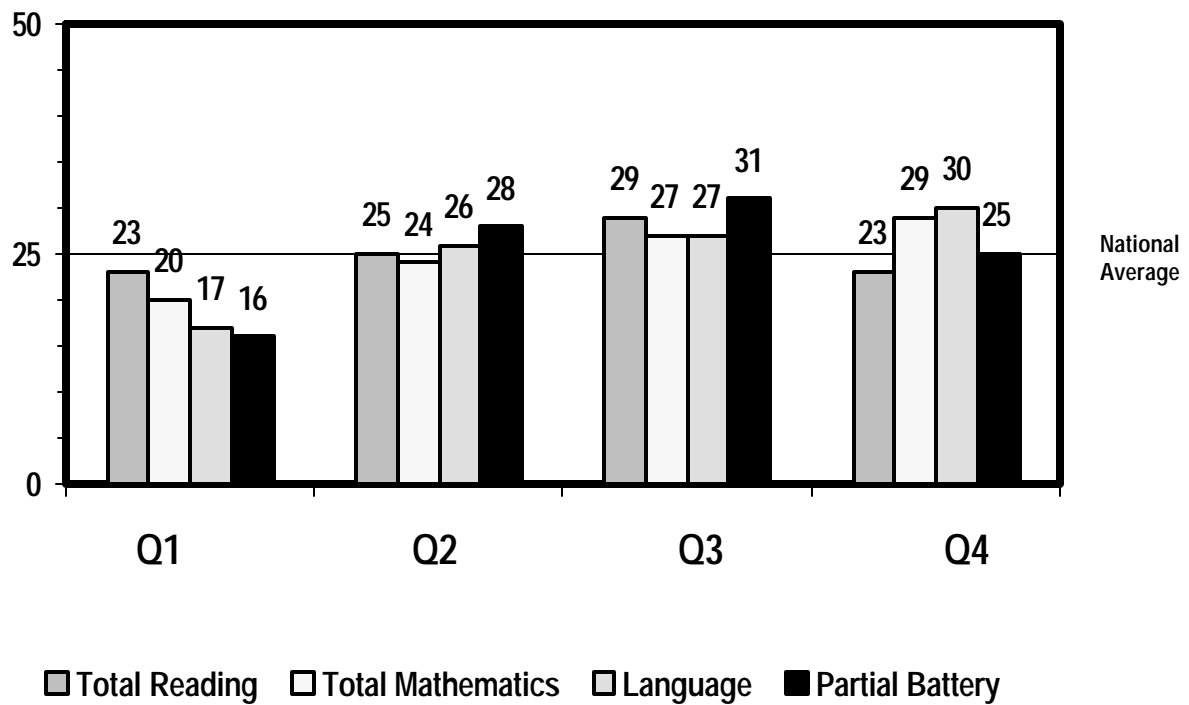
Figure 4.3 on page 20 displays the performance on *Stanford 9* in terms of the percentage of Virginia fourth grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages of fourth graders in the four quartiles, the following points can be observed:

- 1) Total Reading
 - in the lowest quartile, Q1, 23% compared to the national norm group's 25%; and
 - in the top quartile, Q4, 23% as opposed to the norm group's 25%.
- 2) Total Mathematics
 - in the lowest quartile, 20% as opposed to the norm group's 25%; and
 - in the top quartile, 29% as opposed to 25% of the norm group.
- 3) Language
 - in the lowest quartile, 17% as opposed to the norm group's 25%; and
 - in the top quartile, 30% as opposed to 25% of the norm group.
- 4) Partial Battery (or overall performance on *Stanford 9*)
 - in the lowest quartile, 16% as opposed to the national norm group's 25%; and
 - in the top quartile, 25% compared to 25% of the norm group.

Grade 4 performance

Figure 4.3 – *Stanford 9*, Fall 1999, Grade 4
Percentage of Virginia Students in Each National Quartile



Grade 4 performance

Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 1999 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the answer documents of fourth grade students.

- Gender

Table 4.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score. Grade four females obtained higher average scores than grade four males in all areas except Mathematics: Problem Solving and Total Mathematics.

Table 4.4 – *Stanford 9*, Fall 1999, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender

Gender	Female		Male		Not identified	
	Number Tested *		Number Tested *		Number Tested *	
	Percentage of the Total **		Percentage of the Total **		Percentage of the Total **	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	50	628.8	47	625.8	***	***
Reading Comprehension	57	638.9	49	629.8	***	***
TOTAL READING	55	634.6	48	627.9	***	***
Mathematics: Problem Solving	61	628.5	61	629.3	***	***
Mathematics: Procedures	54	595.8	53	594.2	***	***
TOTAL MATHEMATICS	57	613.2	57	613.1	***	***
Prewriting	57	607.5	53	602.1	***	***
Composing	56	612.5	50	603.8	***	***
Editing	63	605.8	55	595.7	***	***
LANGUAGE	61	608.2	54	599.0	***	***
PARTIAL (Basic) BATTERY	57	N/A	54	N/A	***	N/A

NOTES:

* Overall, 87,411 students were tested in grade 4 in Fall 1999—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 87,411 tested.

*** To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 4 performance

- Ethnicity

Table 4.5 provides the following for each ethnic group and for students whose ethnicity was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

American Indian/Alaskan Native students scored at or above the national average in 9 of the 11 subtests and totals. Percentile ranks were above the national average in all subtests and totals for Asian/Pacific Islander students and White students. The percentile rank was below the national average (50th percentile) on every subtest and total for Black students, while Hispanic students scored at or above the average in 6 of the 11 subtests and totals.

Table 4.5 – Stanford 9, Fall 1999, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity

Ethnicity		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity Not Identified	
Number Tested *		231		2,765		22,464		2,633		51,627		2,582	
Percentage of the Total **		<1		3.2		25.7		3.0		59.1		2.9	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
		47	625.2	52	632.0	34	607.4	36	611.0	56	636.1	51	630.4
Reading Vocabulary		50	631.3	63	647.2	33	610.1	44	623.6	61	644.6	54	636.3
Reading Comprehension		49	628.4	60	640.7	32	609.0	40	618.5	60	640.8	54	633.6
TOTAL READING													
Mathematics: Problem Solving		63	631.4	76	647.7	40	606.3	53	619.6	69	638.0	62	630.5
Mathematics: Procedures		51	592.0	76	625.3	39	577.1	50	590.6	59	601.4	53	594.4
TOTAL MATHEMATICS		57	613.4	77	636.8	38	592.8	50	605.9	64	621.0	58	613.7
Prewriting		54	604.0	63	615.9	43	587.9	50	598.3	60	611.8	57	607.4
Composing		54	609.0	63	621.3	40	590.9	49	602.5	58	615.0	54	610.3
Editing		55	596.1	76	622.8	45	583.3	54	594.3	65	607.5	59	600.6
LANGUAGE		56	602.0	72	621.4	42	585.5	52	597.1	64	610.8	58	604.6
PARTIAL (Basic) BATTERY		55	N/A	69	N/A	38	N/A	48	N/A	62	N/A	57	N/A

NOTES:

* Overall, 87,411 students were tested in grade 4 in Fall 1999—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 87,411 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 4 performance

- Students with Limited English Proficiency

Table 4.6 provides the following data for grade 4 students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

**Table 4.6 – *Stanford 9*, Fall 1999, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for
Students with Limited English Proficiency (LEP)**

Number Tested *	527	
Percentage of the Total**	<1	
	PR	SS
Reading Vocabulary	22	589.8
Reading Comprehension	30	607.1
TOTAL READING	25	600.1
Mathematics: Problem Solving	44	610.7
Mathematics: Procedures	48	588.7
TOTAL MATHEMATICS	44	599.8
Prewriting	39	582.1
Composing	39	589.2
Editing	47	586.1
LANGUAGE	41	585.0
PARTIAL (Basic) BATTERY	37	N/A

NOTES:

* Because test results of students testing with non-standard accommodations have been excluded from all summary data (including this subgroup summary), the number tested shown above does not necessarily include *all* LEP students.

** The percentage indicated is based upon the total of 87,411 LEP and non-LEP students who took the test.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 4 performance

- Students with Disabilities

Table 4.7 provides the following data for grade 4 students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 4.7 – Stanford 9, Fall 1999, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability

ALL = Data for ALL disabled students, regardless of disability
 MR = Mental Retardation (both TMR and EMR)
 SPD = Severe and Profound Disabilities
 MD = Multiple Disabilities
 OI = Orthopedic Impairment
 VI = Visual Impairment

Description	ALL		MR		SPD		MD		OI		VI	
Number Tested	4,448		38		3		20		17		16	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	28	600.1	4	540.8	*	*	15	576.1	34	609.9	27	597.9
Reading Comprehension	29	606.0	6	559.4	*	*	17	587.9	44	623.6	31	608.3
TOTAL READING	28	604.2	4	553.6	*	*	15	583.7	39	618.5	31	606.6
Mathematics: Prob. Solving	42	608.1	6	550.2	*	*	26	588.8	53	620.1	52	618.6
Mathematics: Procedures	37	574.7	9	527.5	*	*	29	565.1	52	591.4	48	587.8
TOTAL MATHEMATICS	38	592.9	7	542.2	*	*	25	577.1	52	607.6	49	604.6
Prewriting	39	583.3	12	536.4	*	*	34	575.8	52	600.9	43	589.2
Composing	37	587.0	15	552.7	*	*	35	584.5	53	608.1	34	583.7
Editing	41	579.5	21	551.3	*	*	37	574.9	46	585.5	38	575.9
LANGUAGE	38	581.2	11	540.6	*	*	32	574.2	53	599.0	37	579.2
PARTIAL (Basic) BATTERY	38	N/A	8	N/A	*	N/A	28	N/A	51	N/A	48	N/A

HI = Hearing Impairment
 LD = Learning Disability
 SED = Serious Emotional Disturbance
 SLI = Speech or Language Impairment
 OHI = Other Health Impairment
 PD = Physical Disability

Description	HI		LD		SED		SLI		OHI		PD	
Number Tested	51		2,084		311		1,272		374		14	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	24	594.4	20	588.0	26	597.3	42	619.6	29	601.7	38	611.1
Reading Comprehension	29	605.2	21	593.7	23	597.0	49	629.7	27	601.8	39	618.6
TOTAL READING	26	601.9	19	592.0	24	598.0	46	625.7	26	602.0	37	614.7
Mathematics: Prob. Solving	46	611.9	32	597.5	30	594.9	59	627.0	32	596.7	47	613.2
Mathematics: Procedures	38	576.8	29	564.2	26	560.1	53	594.6	27	560.6	37	574.6
TOTAL MATHEMATICS	41	595.8	29	582.5	26	579.7	56	611.9	27	580.6	40	595.6
Prewriting	35	577.9	31	571.6	32	573.4	53	601.7	34	576.4	51	598.0
Composing	35	584.4	29	575.7	32	579.9	49	603.1	32	579.8	53	606.9
Editing	63	605.6	32	566.8	34	570.5	57	597.9	37	573.3	62	604.2
LANGUAGE	47	592.8	28	568.8	30	573.0	54	599.6	33	574.8	54	600.3
PARTIAL (Basic) BATTERY	41	N/A	28	N/A	31	N/A	53	N/A	32	N/A	49	N/A

(Table 4.7 is continued on the following page.)

NOTES:

- * To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 4 performance

(Table 4.7, continued)

DB = Deafness and Blindness

A = Autism

TBI = Traumatic Brain Injury

504 = otherwise qualified handicap under Section 504 of the rehabilitation Act of 1973

DD = Developmentally Delayed

Description Number Tested	DB		A		TBI		504		DD	
	1		23		3		176		46	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	*	*	39	614.5	*	*	41	617.5	19	583.0
Reading Comprehension	*	*	38	617.9	*	*	38	618.0	22	595.5
TOTAL READING	*	*	38	615.8	*	*	39	617.8	19	591.7
Mathematics: Prob. Solving	*	*	61	631.1	*	*	49	615.7	29	593.3
Mathematics: Procedures	*	*	54	596.7	*	*	39	577.3	27	560.0
TOTAL MATHEMATICS	*	*	57	615.5	*	*	43	598.2	25	578.2
Prewriting	*	*	46	594.2	*	*	45	591.1	28	567.8
Composing	*	*	54	610.2	*	*	43	594.6	25	570.2
Editing	*	*	67	611.4	*	*	41	578.2	43	581.1
LANGUAGE	*	*	61	608.4	*	*	41	584.5	30	572.6
PARTIAL (Basic) BATTERY	*	N/A	54	N/A	*	N/A	43	N/A	31	N/A

NOTES:

- * To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.